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ABSTRACT

This tenth of 14 curriculum modules in the Family and Community Services Occupational Education Modules series deals with crisis and emergency situations. It helps students to recognize crises and emergencies and to accept their own resources and experiences as a basis for understanding experiences of others. First steps, such as information gathering and basic first aid procedures, are included. Crisis prevention is also explored. Each of the four competencies covered in this module encompasses a number of objectives, suggested strategies for student experiences, and references and resources. Supplemental material for strategies, such as handouts, self-evaluation devices, and case studies, are found in the appendix. Other materials include an achievement test with answer key and matrix indicating competencies tested with Bloom's taxonomy level for items. (YLB)

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ED203111

Family and Community Services

MODULE X

CRISIS AND EMERGENCY

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CE 029 176

CURRICULUM MODULES

I. Securing Employment (Office of Education)

II. Self Development and Understanding

III. Roles and Responsibilities in Family and Community Services Occupations

IV. Resources, Facilities, and Personnel in Family and Community Services

V. The Helping Process

VI. Physical, Psycho-Social, and Economic Needs of Various Target Groups

VII. Care of the Individual

VIII. Decision-making and Management

IX. Care of Home, Equipment, and Possessions

X. Crisis and Emergency

XI. Chemical Dependence

XII. The Family: Functions and Structures

XIII. Death and Dying

XIV. Ethics and Morality

How To Use the Modules

1. Select competencies which you believe your students should have when completing the course and/or work experience.

2. Examine the objectives and select those appropriate for your students.

3. Read the strategies and select those which are suitable for your students, your facilities, and your own abilities and knowledge.

4. Examine resources and appendix to determine what needs to be reproduced and/or ordered. You may have student texts or other materials which can be substituted for those listed in the Modules. (You all know that films and books need to be ordered far in advance of use.)

5. Read the test and revise it to include only those sections which relate to the competencies you have selected. If you do not agree with the key, modify or eliminate the item. When the test is revised, numbering will have to be changed. Please note that one answer gives one point. There are no 1/2 or 1/4 point items in the tests. The matrices which indicate the competencies and taxonomy level for groups of items are only approximate and must be related to your individual application of the materials.

6. Add to and eliminate at any point in the use of the materials. The curriculum modules have been developed as supportive devices to help you utilize your experience, knowledge, and creativity. Students will also have ideas for strategies and resources from their own experience.

7. Proceed with teaching, learning and evaluating. Evaluation and adjustments should be continuous. As you know, what works with one group of students may not work with another group. One Module might be appropriate this year, but not next year and appropriateness of the components of the Modules will change also.

Some Overall Reminders

1. Preview films before showing.

2. Read text before assigning.

3. Order materials and films during school year preceeding the course if possible.

4. Read test items and key before administering test items.

5. Do not use Modules as lesson plans.

6. Know your community and students.

7. Utilize resource people.

8. Plan your Family and Community Services course in the full context of your program. Some competencies may have been learned in other courses. If suitable, you may establish prerequisites such as a Food and Nutrition or Child Development course.

Family and Community Services

MODULE X - Crisis and Emergency

Competencies:	Objectives:
1. Recognize needs in a crisis or emergency situation and associated client needs	1.1 Be aware of crisis and emergency situations that may occur when involved with various target groups
	1.2 Identify needs resulting from crisis situations
	1.3 Respond to needs of people in crises

Suggested Strategies. Students will:	References and Resources:
1.1.1 List as many family crises and emergencies as you can think of. Compare your list with classmates and teacher	1.1.1 Appendix: "Possible Crises and Emergencies"
1.1.2 Write a story about one of the crises on your list. In the story, mention the cause, who was involved, mental, physical and health resources needed, adjustments required by family members, financial demands, and community resources available.	
1.1.3 Read about Family Crisis and discuss with class	1.1.3 Ryder, V. Contemporary Living. South Holland, IL: Goodheart-Wilcox Co., Inc., 1979. Chpt. 15 "Crisis in the Family" pp. 300-318 Sasse, Connie R. Person to Person Chas. A. Bennett Co., Inc., Peoria, IL 61614, pp. 230-235.
1.1.4 Do "Responding to Crisis" by yourself. Discuss with classmates and teacher.	1.1.4 Appendix: "Responding to Crisis"
1.2.1 View filmstrips or films on various crisis or emergency situations and watch for needs people had. Discuss with teacher.	1.2.1 Appendix: "Suggested Films and Filmstrips"
1.2.2 Interview community personnel who deal with crisis and emergency situations using Interview Guide. Share your information with class and teacher.	1.2.2 Students might interview: Rescue Squad, Social Worker, Family Counselor, Public Defender, Judge, Fireman, Policeman Appendix: "Interview Guide"
1.3.1 Share in small groups, experiences you have had with crises	
1.3.2 List crises you might meet on the job and tell how you would help	

Competencies:	Objectives:
2. Determine how to utilize personal experiences and attitudes in crises situations to understand the emergencies and crises of others	2.1 Identify and relate how personal experiences and feelings experienced in crises can be used to understand others in these situations
	2.2 Recognize advisable responses, resources, and techniques to use in crisis and emergency situations
	2.3 Know conditions for recovery from crises

Suggested Strategies. Students will:	References and Resources:
2.1.1 Share feelings that may be experienced in crisis and emergency situations	
2.1.2 Select a particular crisis. Ask each class member to make one statement concerning the crisis. Evaluate responses of each member as a class.	
2.1.3 Discuss types of reactions of people in crisis and give behavior examples.	2.1.3 Appendix: "List of types of reaction"(for teachers)
2.1.4 Fill out "Feelings." Discuss if you feel like it.	2.1.4 Appendix: "Feelings"
2.2.1 Fill in chart: Resources and Help for Crisis and Emergency Situations. Work in small groups and use the phone book if necessary. Make a Master Chart for class and keep with you "on the job."	2.2.1 Appendix: "Resources for Crises and Emergencies"
2.2.2 Listen to speakers discuss and/or demonstrate appropriate responses in crises situations	2.2.2 Guidance Counselor; Social Services personnel; Medical personnel; Fireman; Policeman; Crisis Center
2.2.3 View a film and discuss responses to crises. How could you help?	2.2.3 Films: "Children in Crisis" Parents Magazine "When Minutes Count" Program P10, 6351 Thornhill Drive Oakland, CA
2.3.1 Read "Twelve Conditions for Recovery from Family Crisis" and discuss how you could help a family achieve these conditions	2.3.1 Appendix: "Twelve Conditions for Recovery from Family Crisis"
2.3.2 Use your chart for Resources and Help for Emergency Situations and tell what first three things should be done for "Emergency Situations on The Job" given to you by the teacher.	2.3.2 Appendix: "Emergency Situations on The Job" (May all be used by class, or give groups individual situations)

Competencies:	Objectives:
3. Recognize the necessity of obtaining certain information about and from the client to prevent or appropriately deal with emergency or crisis situations	3.1 Be aware of types of information needed 3.2 Identify necessary information in crisis situations
4. Demonstrate skill in basic first-aid procedures	4.1 Identify appropriate first-aid procedures for specific emergencies and crises 4.2 Perform appropriate first-aid procedures

Suggested Strategies. Students will:	References and Resources:
3.1.1 Listen to professionals who deal with crises explain why certain information should be known about the client to adequately deal with the client in a crisis or emergency. Ask them how much a paraprofessional should find out.	3.1.1 Suggested resource people: Emergency Room Nurse; Police Department; Fire Department; Ambulance Service; Counselors and Social Workers
3.1.2 Discuss the importance of knowing the status of the client in relationship to "Emergency Situations on the Job."	3.1.2 Use Appendix for Strategy 2.3.2
3.2.1 Compile a checklist of information to know about a client to prevent or deal with crisis or emergency situations. Share with class and compare checklists. Make a class checklist to use "on the job."	
3.2.2 Make up case studies and list the information that would be necessary to prevent or deal with a crisis or emergency. Use your check list.	
4.1.1 Learn definitions of common first aid terms	4.1.1 Appendix: "First Aid Terms"
4.1.2 Listen to and observe professionals talk about and demonstrate appropriate first-aid techniques.	4.1.2 CPR Promotional; Policeman; Fireman; Red Cross Personnel; Rescue Squad or Ambulance Personnel; Doctor or Nurse; School Nurse. CPR How to Save a Life Sunburst Communications Suite 93, 41 Washington Ave. Pleasantville, NY 10570
4.2.1 Practice simple skills and techniques involved in first-aid procedures	
4.2.2 Read "First Aid Situation" handed to your group and decide what should be done. Prepare a demonstration for the rest of the class.	4.2.2 Appendix: "First Aid Situations"

Possible Crises and Emergencies

Accidents

Bankruptcy

Loss of job

Family separation

Death

Divorce

Relocation

Mental and/or emotional health problems

Physical health problems

Alcoholic spouse

Alcoholic parent or child

Suicide

Animal attack on family member

Poison taken by mistake (food, rat, etc.)

Drug addiction of family member

Gambling

Crime by family member

Crime committed against family or member

Child abuse

Spouse abuse (marital violence)

"Empty Nest"

Senility of family member

Unwanted pregnancy

Natural phenomenon: tornado, flood, fire

RESPONDING TO CRISIS

Read each statement, then circle the letter(s) that most closely describes the way you think you would respond, and if you would choose more than one, rank them in the order you think you would do them.

1. The 3-year-old child you're babysitting for falls down the steps.
   a. Hold the child until he/she stops crying
   b. Call the doctor
   c. Call the parents
   d. Examine the child for bruises, cuts, etc.
   e. Scream and run to the neighbor's for help

2. You are preparing dinner for an elderly person and a greasy pan starts a fire
   a. Take the elderly person out of the house
   b. Call the fire department
   c. Run next door and call the fire department
   d. Try to stop the fire
   e. Run to tell the elderly person, and ask them what to do

3. While supervising the playground, a child falls off a piece of equipment and is unconscious
   a. Call an ambulance
   b. Send all the children home
   c. Carry the child inside, away from the other children
   d. Call the child's parents
   e. Check the child's breathing

4. You are going to tutor a 10-year-old child who has some emotional and social problems. When you arrive, the father is beating the child.
   a. Run away and never let anyone find out you know about it
   b. Try to talk to the father so he'll stop
   c. Run to a neighbor's and call the police
   d. Wait until the father finishes, then tell him how you feel about what he did, and how it could affect the child
   e. Call the ambulance in case the injuries are serious

5. The elderly lady you do house work for says she is dying
   a. Help her lie down
   b. Call her minister, priest, or rabbi
   c. Call an ambulance
   d. Ask her what she wants you to do
   e. Call a relative or neighbor to get help

6. The 5-year-old child you're babysitting for gets into the cleaning closet and drinks some poisonous fluids
   a. Call the child's parents
   b. Call the ambulance
   c. Read the label of the container
   d. Call the poison center
   e. Spank the child

Suggested Films and Filmstrips

FILMSTRIPS: 1) "Suicide: Causes and Prevention"

Human Relations Media Center
Pleasantville, NY 10570

32 min., $50.00 - no rental

2) "Stress: Parents With A Handicapped Child"

BAVI, U.W.-Extension
Box 2093, 1327 University Ave., Madison, WI 53706

30 min., B&W, $3.00 (1969)

3) "The School-Age Parent" Parts I-IV #SS116
with cassettes, color

4) KIT: HELLO EVERYBODY "Orthopedic Handicaps"
Stanfield Films, 1977.

5) KIT: "What is a Handicap? "MARK" BEA, 1975

FILMSTRIPS & CASSETTES from: Sunburst Communications
Room 93, 41 Washington Ave.
Pleasantville, NY 10570

1) Dealing with Stress
2) Suicide Causes and Prevention
3) Violence in the Family
4) My Parents are Getting a Divorce

FILMS: from BAVI, University of Wisconsin-Madison

1) "You Are Not Alone" - 25 min., color
2) "Guess Who"s Pregnant" - 60 min., color
3) "The Vital Link" - 15 min., color (3 typical situations)
4) "Your Own Worst Enemy" - 26 min., color
5) "If Disaster Strikes"

FILM ON SUICIDE: "Soft is the Heart of a Child"
shows children of alcoholic parents
Modern Talking Pictures
2323 New Hyde Park Road
New Hyde, NY 10042

Appendix
MODULE X
Strategy 1.2.3

INTERVIEW GUIDE

Student Name _____

Who was interviewed _____

What crises does she/he deal with _____

_____

Pick one crisis and ask:

1. What are the needs of the people going through this crisis?

2. Can you satisfy those needs?

3. Who else can help satisfy those needs?

4. How do you help these people?

POSSIBLE NEGATIVE REACTIONS TO CRISIS

A. Absenteeism

B. Aggression

C. Anxiety

D. Hostility

E. Indifference

F. Withdrawal

G. Other problematic behavior such as criminal acts, threatened suicide

"FEELINGS"

1. If my best friend lost his or her sight, I would feel _____

_____

_____.

2. I would feel _____ if I had to spend the rest of my life in a wheelchair.

3. If my mother or dad were told she or he had six months to live, I would feel _____

_____.

4. If my pet died, I would feel _____

_____.

5. My sister is being kept alive on a life support system (respirator) with serious brain damage. How would I feel about making the decision to shut off the respirator? _____

_____

_____.

6. If a baby was born mentally retarded with physical defects requiring immediate surgery to survive, would I approve? _____

7. I would feel _____ if my sister wanted to be cremated rather than buried in the ground.

8. My best friend tells me she is pregnant. I would _____

_____

_____.

9. A close friend of mine commits suicide. I would feel _____

_____

_____.

10. My parents are divorcing. I would feel _____

_____

_____.

Appendix
MOD X
Strategy 2.2.1

RESOURCES FOR CRISES AND EMERGENCIES

TYPE OF CRISIS	AGENCY TO CONTACT FOR HELP	HOW TO CONTACT and/or PHONE NUMBER

TWELVE CONDITIONS AFFECTING RECOVERY FROM FAMILY CRISIS

1. The adequacy of the family organization
2. The flexibility of the family to change
3. The length of time the family has had to anticipate the event
4. The degree of consensus, happiness, stability and satisfaction present among family members
5. The family's previous experience with other crisis events
6. The extent to which the family uses democratic problem solving methods
7. The degree of participation by wives in roles outside the home
8. The amount of social network support available to the family
9. The family's ability to place responsibility for the crisis on external events or persons
10. The changes necessary to cope with the crisis
11. The amount of change, both positive and negative, experienced in the past year by family members
12. How the family interprets the event - whether it is considered a loss, a threat or a challenge.

From: Murphy, Cassie. Crisis Theory and Resolution: Implications for Teachers. Tips and Topics in Home Economics. Vol. XIX, No. 4, Summer 1979.

EMERGENCY SITUATIONS ON THE JOB

I. You are a day care worker in a home with three children under five years old and the mother is in the hospital. The father is at work. The three-year-old drinks about one-half bottle of furniture polish. What should you do?

II. You are working in a nursing home in the craft room and the draperies start blazing. What are the first three things you should do? Do your classmates agree?

III. You are serving as a paraprofessional consumer councelor for Social Services in your county. Someone comes to you for advice. He tells you he has just lost his job and his wife is in the hospital. He has three small children. Can you help him? How?

IV. You are working half days caring for children and doing light housework. You arrive at work and the children are crying, the mother is crying, and the father is scolding everyone. No one has had breakfast and the kitchen is a mess from last night's dinner. Grandmother died in the hospital early this morning. How can you help?

V. You are employed to do small chores and light housekeeping once a week for a young man in a wheelchair. When you arrive at work, he is asleep and you can't arouse him. What should you do?

VI. One of your favorite clients in the nursing home dies quietly while you are in the room. What should you do?

Appendix
MOD X
Strategy 4.1.1

FIRST AID TERMS - DEFINITIONS

ANTIDOTE - substance given to prevent or counteract the effects of poison

ANTISEPTIC - a chemical preparation to stop or curtail growth of germs on the skin

BACTERIA - a general name for a variety of beneficial and harmful micro-organisms; the latter are called germs

BANDAGE - a strip of cloth or gauze used to bind or cover an injured part of the body; the act of applying a dressing

BRUISE - injury in which the blood vessels under the skin are broken, causing the area to turn black and blue

COMPOUND FRACTURE - a broken bone that extends through the skin, causing a wound in addition to the break

CONVULSION - a violent, involuntary jerking of the body

CONCUSSION - impairment of the functioning of the brain resulting from a violent blow or impact

DISLOCATION - a bone pushed out of joint as a result of falling or lifting

DRESSING - a wad of sterile cloth applied to a wound and pressed down to control bleeding

EMETIC - a substance used to induce vomiting

FIRST AID - immediate care given to a person injured or suddenly taken ill. Includes self-help and home care if medical aid is not available or is delayed.

GERMICIDAL - chemical agent used as a topical application to kill germs; action of certain antiseptics

HEMORRHAGE - escape of blood from the vessels; bleeding

INFECTION - invasion of the body by a harmful micro-organism

INFLAMMATION - the body's response to infection or injury, characterized by pain, heat, swelling, and reddening of the area

LESION - damaged site in skin or internal tissue caused by injury or disease

MICRO-ORGANISM - a living creature, invisible to the naked eye; certain ones (bacteria, fungi, viruses) cause infection

OINTMENT - a fatty substance applied to the skin for healing purposes

PRESSURE POINT - place on the body where blood vessels will move against bone when pressed (to control bleeding)

SHOCK - a condition in which the blood fails to circulate normally, brought on by emotional upset or physical injury

SIMPLE FRACTURE - a break in the bone alone, with no damage to the skin

SLING - a triangular bandage or cloth used to support an injured arm

SPLINT - a stiff material tied in place over a broken bone to immobilize the area; can be made of wood, sticks, or even magazines

SPRAIN - the injury (tearing or bruising) of the tissues surrounding a joint

TETANUS - infectious disease resulting from harmful bacteria penetrating a wound

TOURNIQUET - strip of cloth, several inches wide, used to wind tightly around arm or leg to control bleeding

WOUND - injury to the body in which the skin or mucous membrane is damaged; 5 types exist: incision (cut), abrasion (scrape), laceration (jagged tear), puncture (pierce), and avulsion (separated or torn tissue)

FIRST AID SITUATIONS

1. Four of you are cooking in Mrs. Smith's foods class when a large pot of boiling water tips over and hits one of you in the arm. Mrs. Smith has stepped out of the classroom for a few minutes.

2. Your friends and you are out joy riding after a football game when a deer runs onto the road and hits your car headon. Two of you do not seem to be hurt, but one girl is bleeding heavily from a cut on her left leg and is unconscious. Her skin begins to feel cold and clammy and her pulse is weak. The fourth girl complains of right leg pain, especially when she moves it.

3. You and your sister go to visit your 72-year-old grandmother. When you arrive you find her complaining that her "arthritis" in her ankle has flared up and hurts a great deal. The ankle looks swollen, red, and is very tender, but your grandmother insists on hobbling around the house on her foot.

4. You and three of your friends are biking in the country when one friend skids in the road and falls off of the bike. He complains of pain in his lower right arm. When you look, you see that a piece of bone has cut through the skin, and the wound is very dirty.

5. Your father was working in his basement when the power saw slipped and cut his leg. Only your two younger sisters are home; and when you arrive on the scene two minutes later, you find one sister trying to tie a tight cloth on your father's leg, while your other sister is crying. You see that your father has lost a lot of blood and has "fainted."

6. You are babysitting for the Anderson's two children, Susie, age four, and Michael, age six. They are playing store when the doorbell rings. It is your friend, Virginia. When you return, Susie is screaming and you find an open bottle of bleach.

   Meanwhile, Michael has seemed quite content by himself. He runs to you and says in delight, "I am going to be strong. I ate a whole pack of vitamins'" You look and find the box marked 'Seconal' (Sleeping Pills).

Final Examination, Mod X

Crisis and Emergencies

Items

Competencies	Taxonomy Levels					
	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
1		1-3				
2		38,39	4-11, 36	34		
3	40,41	39	35, 37	38		
4	27-33		12-26			

Key: Crisis and Emergency

1. C
2. C
3. B
4. X
5. O
6. O
7. X
8. O
9. O
10. X
11. X
12. M
13. A
14. B
15. F
16. H
17. L
18. K
19. I
20. D
21. J
22. E
23. G
24. C
25. O
26. N
27. D
28. A
29. C
30. E
31. H
32. G
33. B
34. C
35. B
36. C
37. C
38. C
39. D
40. C
41. B

MOD X
F & C Services
U.W.-Madison
41 pts.

Examination

Crisis and Emergency

Student Name _____

DIRECTIONS: Place the letter of the correct answer in the blank provided.

_____ 1. A crisis is:

A) the same for everyone
B) life and death matter
C) an event which causes change in normal behavior
D) relationship problems

_____ 2. The source of a crisis might be:

A) within the family
B) from outside the family
C) both A and B
D) neither A or B

_____ 3. A situation is a crisis for a family if:

A) most people think it is a crisis
B) the family believes it is a crisis
C) if it is a new situation for the family
D) all of the above answers (A, B, and C)

DIRECTIONS: Place an X in front of the phrases which describe a correct response or technique for the potential crisis or emergency described and a O in front of those which are incorrect.

_____ 4. Call the poison center if a child drank some poison.

_____ 5. Honk your horn and keep driving if you see a small child playing alone near the street.

_____ 6. Leave a friend who is depressed alone until they snap out of it, so they don't make you depressed also.

_____ 7. Suggest your friends, who are talking about divorce, try seeing a marriage counselor.

_____ 8. Don't tell anyone about the statement a person makes to you about wanting to commit suicide.

_____ 9. Scream and run away if you see a child fall and get cut.

____ 10. Call the police if you think a parent is beating their child.

____ 11. Call the ambulance if you see an elderly neighbor suddenly fall over and faint.

DIRECTIONS: Place the letter for the treatment in the appropriate blank before each emergency situation.

	Emergency	Treatment
____ 12.	Abdominal pain	A. Put in cold water
____ 13.	Burn	B. Rinse immediately with water
____ 14.	Chemical eye injury	C. Prevent person from hitting an object, but do not interfere with their body movements
____ 15.	Choking	D. Give the person sugar immedi tely
____ 16.	Cut finger	E. Use mouth-to-mouth resuscitation
____ 17.	Fainting	F. Grab person from behind and exert strong pressure against the victim's abdomen
____ 18.	Frostbite	G. Give the person water to drink
____ 19.	Insect sting	H. Apply pressure to stop the bleeding
____ 20.	Insulin shock	I. Look for allergic reactions
____ 21.	Nosebleed	J. Have the person sit up
____ 22.	Person stops breathing	K. Put in room temperature water
____ 23.	Poisoning	L. Put person's head down between their knees
____ 24.	Seizure	M. Have person lie down and eat and drink nothing
____ 25.	Shock	N. Elevate and put cold pack on injured area
____ 26.	Sprain	O. Have person lie with feet higher than head

DIRECTIONS: Place the letter of the term defined in the blank preceding the definition.

Definitions	Terms
____ 27. A substance used to induce vomiting.	A. Antidote
____ 28. Substance given to prevent or counteract the effects of poison	B. Convulsion
____ 29. A wad of sterile cloth applied to a wound	C. Dressing
____ 30. A damaged site in skin or internal tissue caused by injury or disease	D. Emetic
____ 31. A strip of cloth, several inches wide, used to wind tightly around leg or arm to control bleeding	E. Lesion
____ 32. A condition in which the blood fails to circulate normally, brought on by emotional upset or physical injury	F. Ointment
____ 33. A violent, involuntary jerking of the body	G. Shock
	H. Tourniquet

DIRECTIONS: Select the <u>one best</u> response for the situation and place the letter in the blank provided.

____ 34. Your client, who is 55, has been depressed since the death of her husband. What might you suggest she do to begin recovery?

A. Change her job and make a new life
B. Move in with her children
C. Read books and articles about the subject and talk with others who have lost their husbands
D. Forget the past by moving to a new part of the country

____ 35. Which method would be the safest and most effective way to put out an electrical fire?

A. Douse the fire with vinegar and water
B. Turn the current off, then douse fire with water
C. Douse the fire with baking soda

____ 36. If you smell gas in the house and can't detect its source, you should call

A. Environmental Protection Agency
B. Fire Department
C. Gas Company
D. Police Department

____ 37. When calling for an ambulance, what is the most important information to give?

A. Description of what is wrong
B. Explanation of equipment needed
C. Location
D. Name

____ 38. If you believe a child is being abused by an alcoholic parent, you should call

A. Alcoholics Anonymous
B. American Medical Association
C. Child Abuse Center
D. Welfare Department

____ 39. A child has been bitten by a dog and you are concerned about locating the dog for a rabies test. Which department should be contacted first?

A. Department of Children and Family Services
B. Department of Sanitation
C. Humane Society
D. Police Department

____ 40. What do the words "Trauma Center" on a highway exit sign indicate?

A. That there are many police cruising the area and motorists should proceed carefully
B. That the area is a high-crime area and should be avoided if possible
C. That there is a hospital equipped for emergency treatment nearby
D. That there is a drug abuse center nearby

____ 41. Which organization would be most likely to have information about the Heimlich technique?

A. Department of Housing and Urban Development
B. Health Department
C. Salvation Army
D. Welfare Department